NERUPI network

Evaluating & Researching University Participation Interventions

NERUPI Framework & Capabilities

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Pr[...]

HIGH LEVELS OF PROGRESSION

SCHOOL

UNIVERSITY

LOW LEVELS OF PROGRESSION
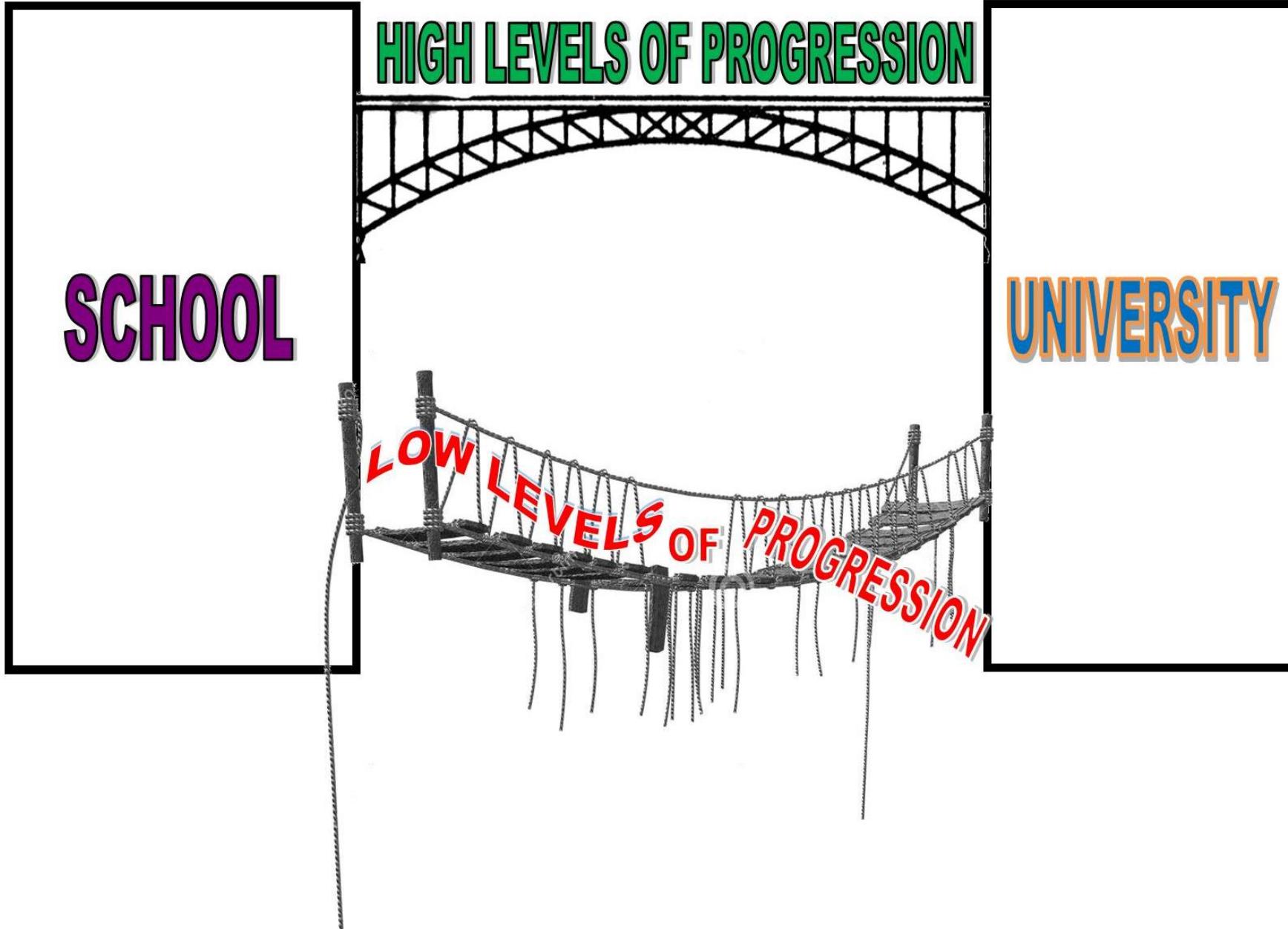
Accountability, context & impact

Research has increased understanding of reasons for low participation and attainment of under-represented groups but:

- Descriptive – not focussed on making a difference
- Often not disseminated to practitioners or policy makers
- Hasn't informed planning, evaluation and monitoring

Monitoring for OfS, SMTs and Government has focussed on:

- value for money
- demonstrating the effectiveness of WP interventions

Practitioner research/evaluation has focussed on:

- the successful delivery of activities
- reporting to OfS, funders and SMT

NERUPI *evaluation* FRAMEWORK

Accountability, context & impact

Widening participation work is, or at least should be, based on the personal. ....in which young people are enabled to make choices and decisions, develop strategies and goals, plan for their futures, and are motivated, inspired and empowered. (Hayton and Stevenson 2018).

Nygaard and Belluigi (2011) argue that: *decontextualized approaches to evaluating learning and teaching are rooted in a static conception of learning .... more creative and flexible pedagogies are required and a contextualized model of evaluation that 'stress that relations between individual and fellow students, teachers, administration are determined by context*

NERUPI Framework

- A set of Aims and Objectives for interventions informed by theory, research and practice
- Can encompass specific intervention-based aims
- A common language for planning and reporting
- Choice of appropriate methods according to context of intervention
- Evidence to demonstrate impact and inform practice and theory

NERUPI *evaluation*
FRAMEWORK

Key theoretical influences

Sen and Walker's concepts of capability

Paulo Freire on Praxis

Nancy Fraser on social justice

Yosso cultural wealths

Identities and possible/future selves

Young and Maton's ideas of knowledge

Critical pedagogies

NERUPI *evaluation*
FRAMEWORK
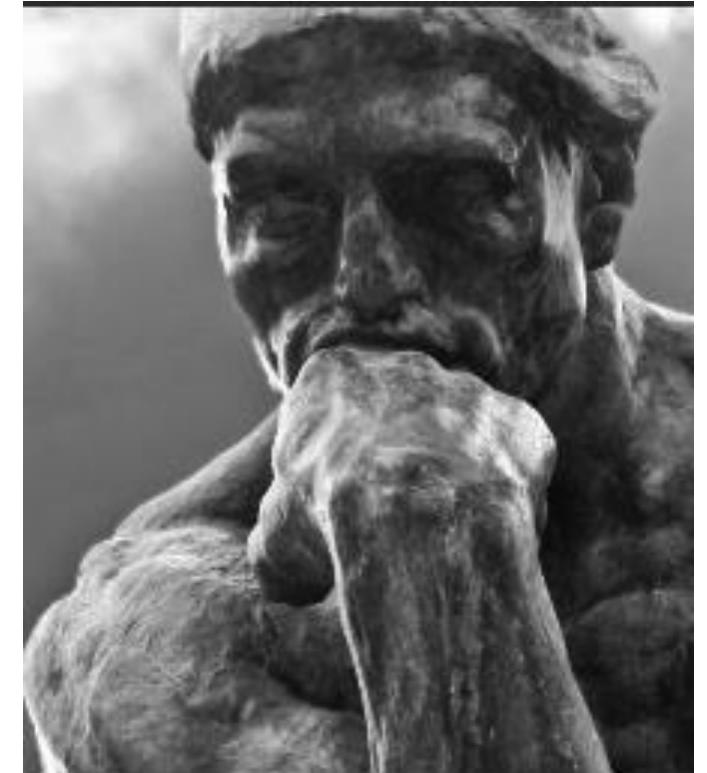
The NERUPI Framework

SOCIAL AND ACADEMIC CAPITAL		HABITUS	SKILLS CAPITAL	INTELLECTUAL & SUBJECT CAPITAL
PROGRESSION CURRICULUM		STUDENT IDENTITIES	SKILLS CURRICULUM	KNOWLEDGE CURRICULUM
KNOW	CHOOSE	BECOME	PRACTISE	UNDERSTAND
Develop students' knowledge and awareness of the benefits of higher education	Develop students' capacity to navigate Higher Education sector and make informed choices	Develop students' confidence and resilience to negotiate the challenges of university life	Develop students' study skills and capacity for academic attainment	Develop students' understanding by contextualising subject knowledge

Aim, objective & learning outcome

| Aim 1	Develop students' knowledge and awareness of the benefits of higher education and graduate employment	
Level 2 (age 14–16)	Top-level objective	Explore academic, social, economic and personal benefits of progressing to higher education
	Objectives or learning outcomes	Understand economic benefits of higher education and career opportunities for graduates
		Explore benefits of higher education in terms of personal development and cultural enrichment
		Discover study and research opportunities at the (University of Bath)

Capabilities

1. Practical reason	Being able to make well-reasoned, informed, critical, independent and reflective choices about post-school study and career options.
2. Knowledge & imagination	Having the academic grounding needed to be able to gain knowledge of chosen university subjects and to develop methods of academic inquiry. Being able to use critical thinking and imagination to identify and comprehend multiple perspectives.
3. Learning disposition	Being able to have curiosity and a desire for learning. Having the learning skills required for university study. Being an active inquirer.
4. Social relations & networks	Being able to participate in a group for learning, working with others to solve problems of tasks. Being able to form networks of friendship and belonging for learning support and leisure. Mutual trust
5. Respect, dignity & recognition	Being able to have respect for oneself and for others as well as receiving respect from others, being treated with dignity, not being diminished or devalued because of one's gender, social class, religion or race. Valuing other languages, other religions and spiritual practices and human diversity. Being able to show empathy, compassion, fairness and generosity, listening to and considering other person's points of view in dialogues and debate. Having a voice to participate effectively in learning
6. Emotional health	Not being subject to anxiety or fear which diminishes learning. Having confidence in one's ability to learn.
7. Language	Being able to understand, read write and speak confidently in the language of instruction.

NERUPI Aims & Capabilities

			Aims:	Capabilities
SOCIAL AND ACADEMIC CAPITAL	PROGRESSION CURRICULUM	KNOW	Develop students' knowledge and awareness of the benefits of higher education and graduate employment	**Practical Reason (1)** Being able to make well-reasoned, informed, critical, independent and reflective choices about post-school study and career options
		CHOOSE	Develop students' capacity to navigate Higher Education and graduate employment sectors and make informed choices	
HABITUS	STUDENT IDENTITIES	BECOME	Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression	**Respect, dignity and recognition (5)** **Emotional health (6)** Not being subject or anxiety of fear which diminishes learning **Being able to form networks of friendship and belonging for learning support and leisure (4)**
EDUCATIONAL CAPITAL	SKILLS CURRICULUM	PRACTISE	Develop students' study skills and capacity for academic attainment and successful graduate progression	
INTELLECTUAL CAPITAL	KNOWLEDGE CURRICULUM	UNDERSTAND	Develop students' understanding by contextualising subject knowledge	**Learning disposition & curiosity for learning (3)** **Social relations & social networks (4)** **Language competence and confidence (7)** **Knowledge and imagination (2)**

Context & the field of HE progression

Widening Participation Intervention

School

University

Staff engaged in WP activities

Staff engaged in WP activities

Student

Family and Community

| NERUPI *evaluation*
| FRAMEWORK
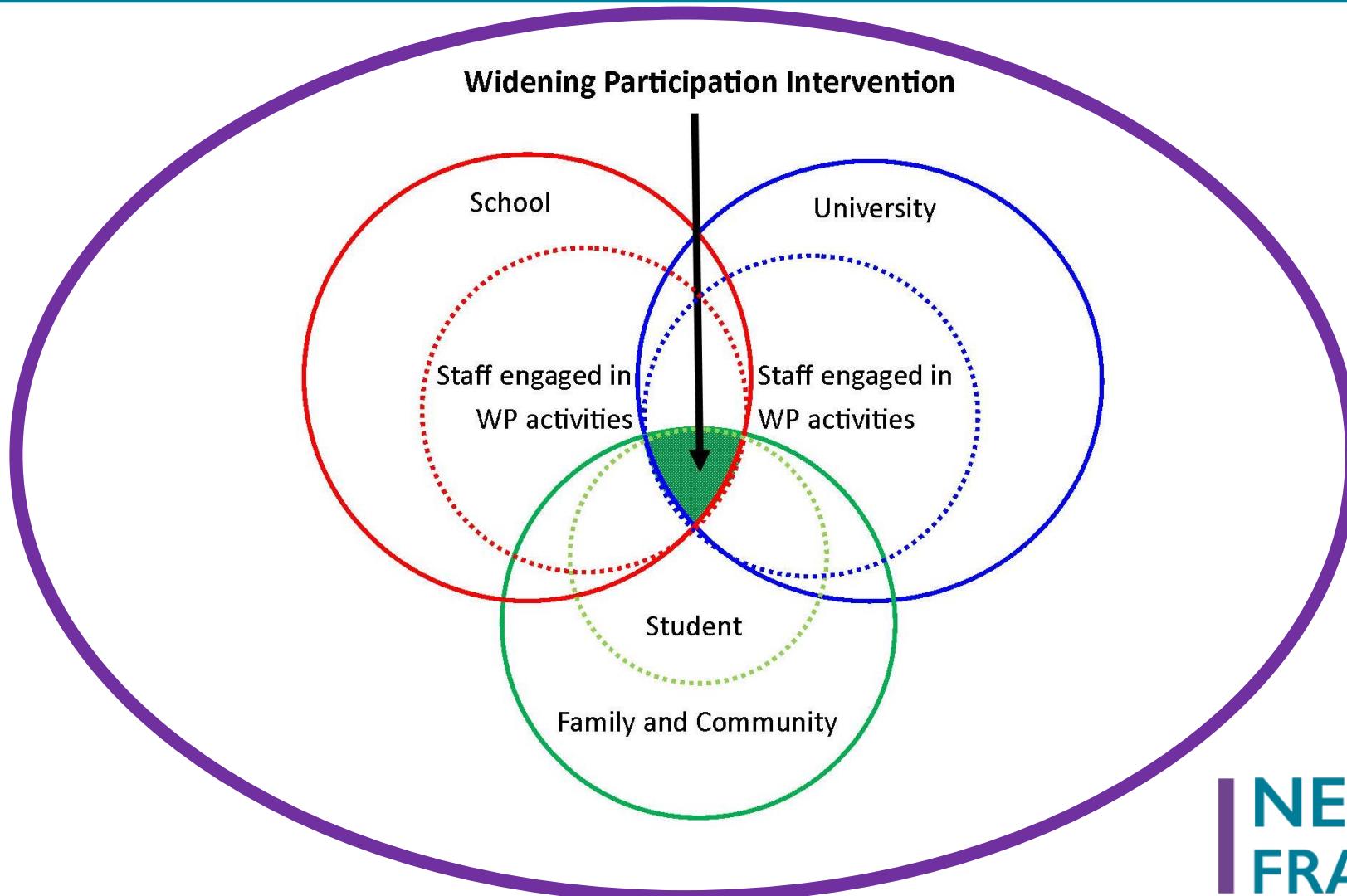
Action research reflective cycle for WP

ANALYSIS
theory - OfS policy – local context - data - knowledge

COLLECT DATA
Monitoring – tracking – related stats – process - impact

PLANNING
aims - targeting - interventions - evaluation strategy- logisitics

ACTION
Deliver the interventions

ANALYSIS
Cycle repeats